STATE PERFORMANCE PLAN FFY2020 RESULTS

February 15th, 2022

Special Education Programs

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WHAT IS THE STATE PERFORMANCE PLAN (SPP)?

The Individuals with Disabilities Act (IDEA) of 2004 requires all states to have in place a State Performance Plan (SPP) that describes how each state will improve results for students and comply with the IDEA.

The SPP is a 6-year plan with 17 Indicators that have set baselines and targets.

Annually, SEP reports district progress based on data collected to OSEP by February 1st. The federal Office of Special Education then reviews the SPP and issues a state determination. SEP also reviews individual district data and issues LEA determinations using the SPP data.

OSEP released a new SPP package in December of 2020. SEP gathered a group of stakeholders to assist with determining proposed targets, which we will go over in our presentation today.

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17 INDICATORS: COMPLIANCE VS RESULTS

RESULTS INDICATORS	COMPLIANCE INDICATORS
Indicator 1: Graduation	Indicator 4B: Suspension/Expulsion by Race/Ethnicity
Indicator 2: Dropout	Indicator 9: Disproportionate Racial/Ethnic Representation
Indicator 3: Statewide Assessment	Indicator 10: Disproportionate Racial/Ethnic Representations in Specific Eligibility Categories
Indicator 4A: Suspension/Expulsion	Indicator 11: Child Find
Indicator 5: Educational Environments	Indicator 12: Early Childhood Transition
Indicator 6: Preschool Environments	Indicator 13: Secondary Transition
Indicator 7: Preschool Outcomes	Indicator 15: Resolution Sessions
Indicator 8: Parent Involvement	Indicator 16: Mediation
Indicator 14: Post-School Outcomes	
Indicator 17: SSIP-SIMR (PILOT)	

Compliance Indicators have set targets by OSEP.

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INDICATOR 17:
STATE SYSTEMIC IMPROVEMENT PLAN (SSIP)

- Multi-year plan
- Goal: Improve outcomes for students with disabilities.
- States choose focus, target group, and goal.

Currently, the SSIP is aligned with the SD MTSS initiative. Common evaluation and supports to districts.

SSIP activities:
- Training and coaching (gen ed and sped)
- Leadership team support

Year 1 - FFY 2013 Delivered by April 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
Phase I Analysis	**Phase II Plan**	**Phase III Evaluation**
• Data Analysis; • Infrastructure Analysis; • State-identified measureable result; • Coherent Improvement Strategies; • Theory of Action	• Multi-year plan addressing: • Infrastructure Development; • Support EIS Program/LEA in Implementing Evidence-Based Practices; • Evaluation Plan	• Reporting on Progress including: • Results of Ongoing Evaluation • Extent of Progress • Revisions to the SPP

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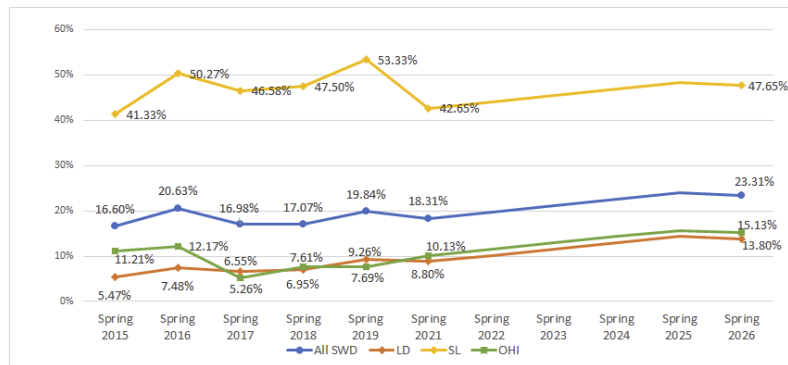
SSIP TARGET UPDATES

- **FFY 2020 Target – 17.49%** (for students with specific learning disabilities entering fourth grade).

- **SEP did not meet the target for this indicator.**

- **Change in State-identified Measurable Results (SiMR):** Students with SLD, S/L, and OHI will increase reading proficiency prior to fourth grade by 5 percentage points from the spring 2021 baseline.

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SSIP Theory of Action

south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

State-identified Measurable Results (SiMR): Students with specific learning disabilities, other health impairments, and speech and language disabilities will increase reading proficiency prior to fourth grade from 18.12% in spring 2021 to 23.12% by spring 2025 as measured by the statewide assessment.

Standards of Action	If...	Then...
MTSS/Data-Driven Decision Making	General and special education teachers understand and apply evaluation data knowledge for instructional decision making...	Instructional practices will improve.
Literacy/Instruction	The state supports LEAs (i.e., PD, coaching) in the Implementation of evidence-based foundational reading instruction...	Teachers will implement effective reading instruction for all students.
Coaching	Schools have building-level coaches who can provide technical assistance and feedback surrounding foundational reading instruction, classroom/behavior management, assessment and student data, and lesson planning/delivery.	Students with disabilities will receive consistent support, accommodations and learning across settings (i.e., support the SLO goal).
Family Engagement	Schools share and explain information on a child's progress related to foundational reading and discuss how family can be involved in the development of those skills...	Families will be engaged with the school and be able to assist the child with disabilities.

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DATA COLLECTION:

See the full Evaluation Plan here:
https://bit.ly/SSIPEval

- Professional Development/Trainings
- Classroom Observations
- Intervention Tracking
- Implementation Fidelity
- Effectiveness of Instructional Coach/Coordinator
- Family Engagement Effectiveness
- Student Benchmark, LRE, and State Test Data
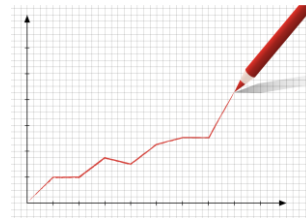
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IMPROVING RESULTS:

State:

- Align initiatives with similar focus/supports (SPDG, MTSS, SSIP).
- Development of State Literacy Plan
- Offer ongoing trainings to all districts in target areas (MTSS, Literacy/Instruction, Coaching, and Family Engagement)
- Development of data/report website.

District:

- Participate in state-sponsored trainings and programs.
- Utilize effective data-driven decision-making practices.

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INDICATOR 1: GRADUATION

Results Indicator : Percent of youth with IEPs graduating from HS with a regular diploma
- ❖ TO IMPROVE THE GRADUATION RATE OF STUDENTS WITH DISABILITIES
- ❖ HELP REDUCE THE GAP BETWEEN STUDENTS WITH DISABILITIES AND WITHOUT DISABILITIES

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CHANGES OVER LAST YEAR

Previous Calculation

4-year cohort

- Graduated with a regular high school diploma within 4 years (in the numerator)

- Students who entered HS at the same time (freshman year) (In the denominator)

New Calculation

- Student graduating with a regular high school diploma (in the numerator)

- All students who left high school (in the denominator)
    - Graduating with a regular high school diploma
    - Graduated with a state-defined alternate diploma (SD doesn't have this)
    - Received a certificate (SD doesn't report this)
    - Reached maximum age
    - Dropped out

GRADUATION DATA FOR THIS INDICATOR ARE "LAG" DATA

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FFY 2020 SPP/APR DATA

Number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
610	809	72.14%	67.99%	75.40%	MET TARGET	NO SLIPPAGE

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IMPROVEMENT STRATEGIES
DOE SUPPORT

Things to Consider

- What factors led to students completing high school in four years?
- Were similar strategies and procedures in place for all students with disabilities?
- Is the most appropriate curriculum for each student being implemented?
- How can districts work with younger students to ensure that the proper course of study is being followed and necessary credits are being earned toward graduation?
- Clear understanding of baseline graduation requirements
- Ensure correct exit coding in Campus

Resources

- SD High School Graduation Requirements
- Webinar Snippet: 2018 Graduation Requirements
- Disabilities Policy (Updated July 2020)
- ISSUE BRIEF: Graduation reequipments and students with special needs
- Graduation Coding Guidance for Students on an IEP
  - Document may be found in the Student with Special Needs Section)
- State Performance Plan Indicators

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INDICATOR 2: DROP OUT

Results Indicator : Percent of students with IEP's dropping out of high school

❖ DECREASE THE DROPOUT RATE OF STUDENT WITH DISABILITIES

❖ DETERMINE IF THERE IS A DROPOUT GAP BETWEEN STUDENTS WITH DISABILITIES AND THEIR NON-DISABLED PEERS IN A DISTRICT

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CHANGES OVER LAST YEAR

Previous Calculation	New Calculation
• Student with IEPs in grades 7-12 who are enrolled as of Dec. 1 child count and dropped out (in the numerator) • Students with IEPs in grades 7-12 who are enrolled as of Dec. 1 child count (in the denominator)	• States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out (in the numerator) • and the youth with IEPs who left high school (ages 14-21) (in the denominator) • Include the following exiting categories: (a) graduated with a regular high school diploma; (b) graduated with a state-defined alternate diploma; (c) received a certificate; (d) reached maximum age; or (e)

DROPPED OUT DATA FOR THIS INDICATOR ARE "LAG" DATA

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FFY 2020 SPP/APR DATA

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out	Number of all youth with IEPs who exited special education (ages 14-21)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
147	809	2.55%	19.35%	18.17%	MET TARGET	NO SLIPPAGE

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IMPROVEMENT STRATEGIES
DOE SUPPORT

Things to Consider	Resources

• Check for accuracy of data. Review SIMS/Infinite Campus system to ensure enrollment and special education records are accurate.
• Determine reasons are connected to students who dropped out
  • Was an appropriate course of study developed and followed?
  • Is the most appropriate curriculum for each student being implemented?
• Does the district monitor attendance records carefully?
• Does the district have a system for tracking access to curriculum during suspension/expulsion?
• Determine if transition plan was not only implemented but revisited and adjusted when IEP team deemed necessary.
	▪ Effective Strategies
	▪ Rural Dropout Prevention Resources
	▪ Solutions to the Dropout Crisis
	▪ Executive Summary of the National Dropout Prevention Center Trauma-Skilled Schools Model
	▪ SD Title 1, Part D: At Risk Youth
	▪ State Performance Plan Indicators

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INDICATOR 3: ASSESSMENT

Indicator

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INDICATOR 3: ASSESSMENT

- Participation and performance of children with individualized education programs (IEP) on statewide assessments

A. Participation rate for children with IEPs

B. Proficiency rate for children with IEPs against grade level academic achievement standards

C. Proficiency rate for children with IEPs against alternate academic achievement standards

D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.

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IMPORTANT CHANGES TO INDICATOR 3 FOR THE NEW SPP/APR CYCLE:

Reports data for specific grades: 4, 8, and high school

Separates proficiency data by general and alternate assessments (C)

Reports gaps in proficiency data between children with disabilities and all students (D)

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INDICATOR 3A MEASUREMENT

- Number of students with IEPs who participated in the South Dakota English language arts (ELA) or math assessment ÷ Total number of students with IEPs enrolled at time of testing
- Participation rates include students with IEPs taking the general assessments and the Alternate Assessment
- Participation rates reported for reading and math
- Data calculated separately for grades 4, 8 and high school

Participation Rate Measure

Students who participated in the assessment

9 out of 10 students with IEPs participated: 9 ÷ 10 = 90%

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INDICATOR 3A FFY 2020 DATA READING

FFY 2020 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	1,791	1,876			95.47%	N/A	N/A
B	Grade 8	1,264	1,377			91.79%	N/A	N/A
C	Grade HS	835	896			93.19%	N/A	N/A

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INDICATOR 3A FFY 2020 DATA MATH

FFY 2020 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Participating	Number of Children with IEPs	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	1,786	1,876			95.20%	N/A	N/A
B	Grade 8	1,260	1,377			91.50%	N/A	N/A
C	Grade HS	833	896			92.97%	N/A	N/A

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INDICATOR 3B AND 3C MEASUREMENT

- **Measurement 3B**: Number of children with IEPs scoring at or above proficient on the SD general assessment ÷ Total number of children with IEPs who took and received a valid score on the assessment

- **Measurement 3C**: Number of children with IEPs scoring at or above proficient on the SD Alternate Assessment ÷ Total number of children with IEPs who took and received a valid score on the SD Alternate Assessment

- Proficiency rates are reported for reading and math

- Data is calculated separately for grades 4, 8 and high school

Proficiency Rate Measure

Students with IEPs who received a valid score:

scored proficient | scored not proficient

6 out of 10 students with IEPs scored proficient: 6 ÷ 10 = 60%

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INDICATOR 3B FFY 2020 DATA READING

FFY 2020 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	313	1,691			18.51%	N/A	N/A
B	Grade 8	123	1,168			10.53%	N/A	N/A
C	Grade HS	119	746			15.95%	N/A	N/A

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INDICATOR 3B FFY 2020 DATA MATH

FFY 2020 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Grade Level Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Regular Assessment	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	347	1,686			20.58%	N/A	N/A
B	Grade 8	78	1,163			6.71%	N/A	N/A
C	Grade HS	26	747			3.48%	N/A	N/A

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INDICATOR 3C FFY 2020 DATA READING

FFY 2020 SPP/APR Data: Reading Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	38	100			38.00%	N/A	N/A
B	Grade 8	32	96			33.33%	N/A	N/A
C	Grade HS	49	87			56.32%	N/A	N/A

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INDICATOR 3C FFY 2020 DATA MATH

FFY 2020 SPP/APR Data: Math Assessment

Group	Group Name	Number of Children with IEPs Scoring At or Above Proficient Against Alternate Academic Achievement Standards	Number of Children with IEPs who Received a Valid Score and for whom a Proficiency Level was Assigned for the Alternate Assessment	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	54	100			54.00%	N/A	N/A
B	Grade 8	38	97			39.18%	N/A	N/A
C	Grade HS	49	86			56.98%	N/A	N/A

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INDICATOR 3D MEASUREMENT

- **M**easurement 3D: Proficiency rate for children with IEPs scoring at or above proficient on a NYS general assessment
- Proficiency rate for all students scoring at or above proficient on the assessment
- Gap data is reported for reading and math
- Data is calculated separately for grades 4, 8 and high school
- Students with IEPs are included in the "all student" proficiency rate
- Students taking the alternate assessment are not included in gap rate data

Gap Rate Measure

All students with who received a valid score:

Proficiency Rate: 40 out of 50 students scored proficient: 40 ÷ 50 = 80%

Students with IEPs who received a valid score:

Proficiency Rate: 6 out of 10 students scored proficient: 6 ÷ 10 = 60%
(Same as Indicator 3B Measure)

Gap Rate: 20%
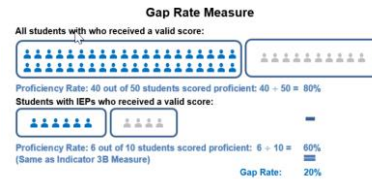
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INDICATOR 3D FFY 2020 DATA READING

FFY 2020 SPP/APR Data: Reading Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	18.51%	48.30%			29.79	N/A	N/A
B	Grade 8	10.53%	51.98%			41.45	N/A	N/A
C	Grade HS	15.95%	65.92%			49.97	N/A	N/A

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INDICATOR 3D FFY 2020 DATA MATH

FFY 2020 SPP/APR Data: Math Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A	Grade 4	20.58%	47.10%			26.51	N/A	N/A
B	Grade 8	6.71%	39.59%			32.88	N/A	N/A
C	Grade HS	3.48%	39.28%			35.80	N/A	N/A

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INDICATOR 4: SUSPENSION/EXPULSION

Indicator

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INDICATOR 4: SUSPENSION/EXPULSION

This indicator is divided in two parts

4A (results)
4B (compliance)

Indicator 4 uses lag year data in the SPP APR.

This year, we report 2019-2020 data

4A

- **Students with IEPs suspended/expelled in the district > 10 school days in the school year included (numerator) divided by the LEA child count (denominator) x 100**

    - **South Dakota chose this option for analyzing suspension data because the South Dakota Department of Education does not collect data on suspensions of students who are not on IEPs in a format that allows a comparison between the two groups.**

4B

- **Students with IEPs per race and ethnic group suspended/ expelled in the district >10 school days during the school year (numerator), divided by the LEA child count (denominator) x 100**

    - **South Dakota chose this option for analyzing suspension data because the South Dakota Department of Education does not collect data on suspensions of students who are not on IEPs in a format that allows a comparison between the two groups.**

- **Significant Discrepancy: If greater than 5% of the LEA child count population**

    by race have been suspended for >10 days.

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INDICATOR 4: SUSPENSION/EXPULSION

Indicator 4 A results

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Number of LEAs that have a significant discrepancy	Number of LEAs that met the State's minimum n/cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data
0	1	0.00%	0.00%	0.00%

Status	Slippage
Met target	No Slippage

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INDICATOR 4: SUSPENSION/EXPULSION

Indicator 4 B results

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Number of LEAs that have a significant discrepancy, by race or ethnicity	Number of those LEAs that have policies, procedure or practices that contribute to the significant discrepancy and do not comply with requirements	Number of LEAs that met the State's minimum n/cell size	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data
0	0	1	0.00%	0%	0.00%

Status	Slippage
Met target	No Slippage

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INDICATOR 5:
LEAST RESTRICTIVE ENVIRONMENT
STUDENTS AGES 5 IN KG TO 21

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GOAL: STUDENTS WITH DISABILITIES SHALL BE EDUCATED WITH CHILDREN WHO ARE NOT DISABLED TO THE MAXIMUM EXTENT POSSIBLE.

PERCENT OF CHILDREN WITH IEPS AGED 5 (IN SCHOOL) THROUGH 21 SERVED:

- A: INSIDE THE REGULAR CLASS 80% OR MORE OF THE DAY (GENERAL EDUCATION WITH MODIFICATION);

- B: INSIDE THE REGULAR CLASS LESS THAN 40% OF THE DAY (SELF-CONTAINED); AND

- C: IN SEPARATE SCHOOLS, RESIDENTIAL FACILITIES, OR HOMEBOUND/HOSPITAL PLACEMENTS.

(20 U.S.C. 1416(A)(3)(A))

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5A: GEN ED: TARGET AND INTERVALS

Goal:

Increase percentage of students in general education classroom

Improvement Activities:

- Focus on middle and high school

- Provide training and supports around accommodations, roles, assistive technology, understanding brain development and mental health strategies.

- Collecting data to determine appropriate supports and specialized instruction

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Targets	75.96%	75.96%	76.68%	77.18 %	77.68%	78.68%

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5B AND 5A: DECREASE REMOVALS

INDICATOR 5B: SELF-CONTAINED

INDICATOR 5C: IN SEPARATE FACILITY, RESIDENTIAL OR HOME/HOSPITAL

YEAR	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Target	5.57%	5.57%	5.57%	5.57%	5.5%	5.5%

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Target	1.67 %	1.67%	1.67%	1.67%	1.67%	1.65%

Goal:
Decrease the percentage of students being removed from peers.

Improvement Strategies:
- Districts trained on universal design.
- Districts additional training on Positive Behavior Intervention Plans and how to create and implement the plans consistently.
- District trained on how conduct Functional Behavior Assessments and collect appropriate data on how to keep students in general education setting instead of removals.
- Training on how to support students with health concerns especially due to COVID concerns

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INDICATOR 6:
LEAST RESTRICTIVE ENVIRONMENT
STUDENTS AGES 3-5 IN PRESCHOOL

Results Indicator

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INDICATOR 6
OVERVIEW

Preschool Students with Disabilities Least Restrictive Environment (LRE)

Percent of children with Individualized Education Plans (IEPs) aged 3, 4, and 5 who are enrolled in a preschool program attending:

- 6A - Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

- 6B - Separate special education class, separate school or residential facility.

- 6C - Receiving special education and related services in the home. New*

(20 U.S.C. 1416(a)(3)(A)

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INDICATOR 6 CALCULATION GUIDE
AND DATA SOURCES

6A	**6A Regular Early Childhood Program**
A1 = 0310	• 6A: (A1 +B1) ÷ F (all) x 100 = % receiving majority of services
B1 = 0325	in the Reg EC program

6B	**6B Separate Special Education Class, Separate School or residential**
C1 = 0335	**facility**
C2 = 0345	• 6B: [(C1+ C2 + C3) ÷ F (all)] x 100 = % receiving majority of
C3 = 0355	services in a separate class, school, or residential facility

6C	**6C Home**
D1 = Home	• 6C: (D1)÷ F] x 100 = % receiving majority of services in a
	separate class, school, or residential facility.

Data Source: Infinite Campus
Collected annually on December 1st

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FFY 2020-2021 CHILD COUNT DATA

Description	3	4	5	3 through 5 - Total
Total number of children with IEPs	543	969	372	1,884
a1. Number of children attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	104	248	58	410
b1. Number of children attending separate special education class	125	148	55	328
b2. Number of children attending separate school	7	6	1	14
b3. Number of children attending residential facility	0	0	0	0
c1. Number of children receiving special education and related services in the home	9	9	6	24

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FFY 2020-2021 SPP/APR DATA – AGED 3 THROUGH 5

FFY 2020 SPP/APR Data - Aged 3 through 5

Preschool Environments	Number of children with IEPs aged 3 through 5 served	Total number of children with IEPs aged 3 through 5	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A. A regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	410	1,884	23.79%		21.76%	N/A	N/A
B. Separate special education class, separate school or residential facility	342	1,884	13.62%		18.15%	N/A	N/A
C. Home	24	1,884			1.27%	N/A	N/A

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IMPROVEMENT
STRATEGIES
<u>DOE SUPPORT</u>

Dissemination of inclusion information
and technical assistance to:

- DSS Early Childhood Enrichment sites
- Preschool listserv
- Parent Connection as a resource

Provide bi-monthly TA calls for preschool SPED
teachers
- Inclusion
- SPP Indicators

Added support to districts not meeting the target
- Networking with other districts to help learn
  best practices

More training on how to:
- Build up to 10 or more hours and services in
  the classroom
- Inclusion training

Reaching private preschools and daycares
- Allowing services in the setting vs. another
  location
- Teaching/coaching strategies to
  encourage/inform non-district preschool
  programs of the benefits of service provider
  providing services in the private setting.

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INDICATOR 7:
PRESCHOOL OUTCOMES

Results Indicator

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INDICATOR 7
OVERVIEW

Measurement – BDI2 and BDI3 – July 1 through June 30 – Submitted August 1

- Percent of children ages 3 through 5 with IEPs who demonstrate improved:
  - A. Positive social-emotional skills (including social relationships);
  - B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
  - C. Use of appropriate behaviors to meet their needs.

- **Summary Statement 1:** Of those preschool children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 or exited the program.

- **Summary Statement 2:** Percent of children who were functioning within age expectations by the time they turned 6 or exited the program.

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FFY 2020 SPP/APR DATA – CHILD OUTCOMES
7A – POSITIVE SOCIAL EMOTIONAL SKILLS

Outcome A	Numerator	Denominator	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Calculation:(c+d)/(a+b+c+d)*	285	407	67.74%	67.11%	70.02%	Met target	No Slippage
A2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)*	626	865	73.43%	71.79%	72.37%	Met target	No Slippage

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FFY 2020 SPP/APR DATA – CHILD OUTCOMES
7B – ACQUISITION AND USE OF KNOWLEDGE AND SKILLS

Outcome B	Numerator	Denominator	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Calculation: (c+d)/(a+b+c+d)*	345	615	57.74%	56.71%	56.10%	Did not meet target	Slippage
B2. The percent of preschool children who were functioning within age expectations in Outcome B by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)*	434	865	47.74%	51.89%	50.17%	Did not meet target	No Slippage

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FFY 2020 SPP/APR DATA – CHILD OUTCOMES
7C – USE OF APPROPRIATE BEHAVIORS TO MEET NEEDS

Outcome C	Numerator	Denominator	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. *Calculation:(c+d)/(a+b+c+d)*	279	459	60.06%	58.35%	60.78%	Met target	No Slippage
C2. The percent of preschool children who were functioning within age expectations in Outcome C by the time they turned 6 years of age or exited the program. *Calculation: (d+e)/(a+b+c+d+e)*	550	865	66.72%	66.13%	63.58%	Did not meet target	Slippage

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IMPROVEMENT STRATEGIES
DOE SUPPORT
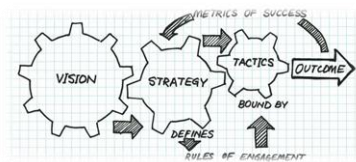
Provide in depth training of Indicator 7 and how data is collected and compiled.

Provide reasoning behind administering the BDI2 and BD3.

- Part of data collection
- Importance of fidelity
- Accuracy of information

Provide information on district meeting target with relationship to having a preschool program.

Training on connection between Indicator 6 and 7

- Extension to daycares, Head Starts and private preschool programs

Making sure technical assistance information is given to the correct people

- Early childhood special education teachers
- Preschool teachers

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INDICATOR 8:
PARENT INVOLVEMENT

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INDICATOR 8: THE BIG PICTURE

■**What does it measure?**

The percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

■**Why do we measure this?**

The Individuals with Disabilities Education Act (IDEA) requires that districts collect parent involvement data for their students with IEPs as part of Indicator 8 (20 U.S.C. 1416(a)(3)(B)).

■**What is the goal?**

The goal of Indicator 8 is to improve services and results for students with IEPs by facilitating positive parent involvement.

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INDICATOR 8 CALCULATION

Calculation Guide

$$A \div B \times 100 = \%$$
of parents responded positively

A= # of respondent parents of students with IEPs reporting that districts facilitated parent involvement as a means of improving services and results for their child with an IEP

B= Total number of respondent parents of students with IEPs

Calculation Example

25 parents responded that the district facilitated parent involvement

40 parents of students with IEPs responded

$$(25 \div 40) \times 100 = 62.5\%$$
of parents responded positively

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FFY 2020 SPP/APR DATA

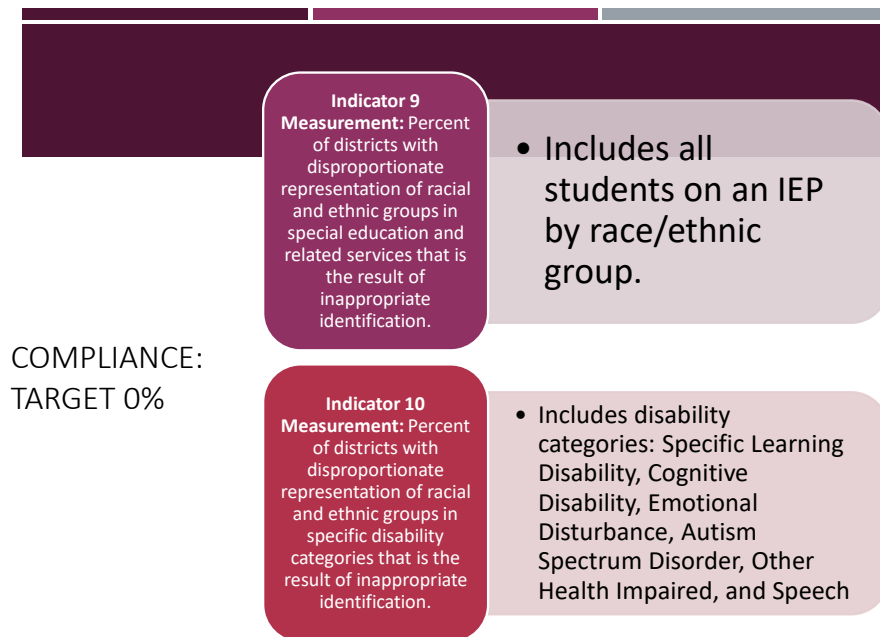| Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities	Total number of respondent parents of children with disabilities	FFY 2020 Target	FFY 2020 Data	Status
4,790	5,557	81%	86.20%	MET TARGET

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INDICATOR 9 AND 10 DISPROPORTIONALITY

OVERIDENTIFICATION IN A SPECIFIC RACE/ETHNIC GROUP

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Indicator 9 Measurement: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

- Includes all students on an IEP by race/ethnic group.

COMPLIANCE:
TARGET 0%

Indicator 10 Measurement: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

- Includes disability categories: Specific Learning Disability, Cognitive Disability, Emotional Disturbance, Autism Spectrum Disorder, Other Health Impaired, and Speech

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INDICATOR 9 & 10:
CALCULATION

① ② ③ ④

1st Requirement: Identified by a numerical calculation.

Minimum N and Cell of 20

Step 1: Risk
- Total number of students with IEPs in race/ethnic group divided by total number of enrolled in race/ethnic group

Step 2: Weighted risk ratio*
- Risk of a specific race/ethnic group divided by risk of other groups
- 3.0 Weighted Risk Ratio

2nd Requirement:

Review Districts Policy, Practice and Procedures

Check for inappropriate identification in policy, practices and procedures.

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HOW TO IMPROVE RESULTS

How to Support

- Training on how to develop a systemic and data reach referral process.
- Explain Indicator 9 and 10 reports to districts in SD STARS Special Education Community page.
- Provide resources on examination policy, practice and procedures.

Free Resources

- Equity, Inclusion, and Opportunity: Addressing Success Gaps White Paper
- Dear Colleague Letter: Preventing Racial Discrimination in Special Education
- Success Gaps Toolkit: Addressing Equity, Inclusion, and Opportunity

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INDICATOR 11:
CHILD FIND - INITIAL EVALUATIONS

Compliance Indicator

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INDICATOR 11 REPORTING GUIDE

Measurement: Percent of children who were evaluated within the 25-school day timeline from receiving parental consent to evaluate. Indicator 11 is 100% compliance.

- Indicator 11 - *Initial Evaluations* only.

- District evaluation timeline records and/or dates are collected throughout the school year.

Collection Method:

- Launchpad Secure website

- **Collection Dates:** July 1 – June 30

- **Submission Date:** August 1
  - Launchpad submission and sign off can be completed anytime between May 1 through July 31.
  - District calendars must be uploaded and include snow days/makeup days.
  - If using a PK calendar instead of the district one, it must be uploaded with preschool days indicated.

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INDICATOR 11 – FFY 2020 DATA

Fourteen of the 149 LEAs in South Dakota did not meet 100% compliance. Eighteen student's 25 school day evaluation timelines were affected, and Corrective Action Plans were issued to 14 districts.

(a) Number of children for whom parental consent to evaluate was received	(b) Number of children whose evaluations were completed within 60 days (or State-established timeline)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
5,413	5,395	99.85%	100%	99.67%	Did not meet target	No Slippage

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HOW TO IMPROVE RESULTS
INDICATOR 11

Special Education Programs (SEP)provides workshops at the beginning of the year to:

- explain the evaluation timeline,
- how to extend the timeline and
- the importance of meeting the timeline.

SEP also has a website for all Indicators. Indicator 11 has:

- a TA Guide,
- a reporting guide,
- self analysis tool, and
- Launchpad training and Launchpad guide and
- a brown bag webinar available for the district to access through out the year. https://doe.sd.gov/sped/SPP.aspx

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INDICATOR 12:
EARLY CHILDHOOD TRANSITIONS

Compliance Indicator

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INDICATOR 12 REPORTING GUIDE

Measurement: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday:

- Part B Special Education programs verifies district submission with the Part C exit data report.
- District evaluation timeline records and/or dates are collected throughout the school year.

Collection Method:

- Launchpad Secure website
- **Collection Dates:** July 1 – June 30
- **Submission Date:** September 1
  - Launchpad submission and sign off can be completed anytime between May 1 through August 31.
  - District calendars must be uploaded and include snow days/makeup days.
  - If using a PK calendar instead of the district one, it must be uploaded with preschool days indicated.

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INDICATOR 12 – FFY 2020 DATA

FFY 2020 SPP/APR Data

Measure	Numerator (c)	Denominator (a-b-d-e-f)	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	389	392	NVR	100%	99.23%	Did not meet target	N/A

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HOW TO IMPROVE RESULTS
INDICATOR 12

1. Special Education Programs (SEP) provides workshops at the beginning of the year to explain the evaluation timeline, how to extend the timeline and the importance of meeting the timeline

2. SEP provides a Transition Manual outlining the federal requirements pertaining to transition from Part C to Part B. Along with guidance on completing the process. https://doe.sd.gov/sped/documents/TransitionsManual.pdf

3. Birth-3 notifies school districts of children in the Birth -3 program that will be turning 3 within the next 6 months

4. SEP also has a website for all Indicators. Indicator 12 has a TA Guide, a reporting guide, Launchpad training, Launchpad guide and a brown bag webinar available for the districts to access throughout the year https://doe.sd.gov/sped/SPP.aspx

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INDICATOR 13:
SECONDARY TRANSITION

Indicator

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INDICATOR 13: SECONDARY TRANSITION

Percent of youth with IEPS (aged 16 and above) whose IEP includes:

- Appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment;
- Transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals;
- Annual IEP goals related to the student's transition needs.

Districts must document:

- Evidence that the student was invited to the IEP team meeting where transition services were discussed
- When appropriate, a representative of any participating agency was invited to the IEP team meeting

100% Compliance Indicator

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FFY 2020 SPP/APR DATA

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2019 Data	FFY 2020 Target	FFY 2020 Data	Status	Slippage
79	122	87.18%	100%	64.75%	Did not meet target	Slippage

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ASSISTANCE PROVIDED AND RESOURCES AVAILABLE

Strategies

- Work with districts to:
    - Improve attendance at IEP workshops provided by TSLP and DOE
    - Contact regional TSLP (transition service liaison project) representative
        - Review IEPs to ensure all transition components are included
        - Invite TSLP region representative to look through a file with each high school teacher in the spring prior to monitoring visit
        - Work with new staff as on transition requirements

Resources

- www.tslp.org
    - TSLP TA Guide for Transition in IEP
    - Indicator 13 Checklist
    - Indicator 13 Quick Tips
- https://www.itransitionsd.org/
    - Free transition planning tool
- Zarrow Center - https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-resources
    - Curriculum
    - Assessments
    - Other resource

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INDICATOR 14:
POST-SCHOOL OUTCOMES

Indicator

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INDICATOR 14: POST SCHOOL OUTCOMES

Percent of youth who are no longer in high school, had Individualized Education Programs (IEPs) in effect at the time they left school (graduated, aged out, dropped out), and were:

A. Enrolled in higher education, or;

B. Enrolled in higher education or competitively employed, or;

C. Enrolled in higher education, other postsecondary education or training program, competitively employed, or in other employment: within one year of leaving high school.

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WHERE DOES THE DATA COME FROM

Part 1 (Appendix A): After students exit high school (graduates, ages out, drops out)

1. April-June - Districts may enter demographic data and exiter information of any exiters from Campus in Appendix A in Launchpad.

   OR

   August-September - DOE will upload demographic data of all exiters from Campus, then districts will enter the IEP information in Launchpad.

2. Deadline: Oct. 1

Part 2 (Appendix B): One year after students exit high school

- Black Hills State University will collect post-school outcomes data in April-September

  - Mail out the surveys

  - Online surveys

  - Call the students

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RESPONSE RATE

	Data
Total number of targeted youth in the sample or census	683
Number of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school	162
Response Rate	23.72%

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FFY 2020 SPP/APR DATA

Measure	Number of respondent youth	Number of respondent youth who had IEPs in effect at the time they left school	FFY 2020 Target	FFY 2020 Data	Status	Slippage
A. Enrolled in higher education (1)	17	162		10.49%		
B. Enrolled in higher education or competitively employed within one year of leaving high school (1 +2)	100	162		61.73%		
C. Enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment (1+2+3+4)	125	162		77.16%		

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HOW TO IMPROVE RESULTS

- Increase the response rate
    - Use online survey along with calls and paper form
    - Request district volunteers to call their students who have left high school
    - Technical assistance for districts in helping them prepare students for the survey
        - Understand the survey questions
        - Remind students they will be receiving the survey
        - Ensure contact information if correct
        - Send postcard in spring to remind student of survey call

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INDICATOR 15:
RESOLUTION SESSIONS

Compliance Indicator

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INDICATOR 15: RESOLUTION SESSION

- Measures the percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

- States are not required to establish baseline or targets if the number of resolution/mediation sessions is less than 10.

- Resolution Sessions occur as part of the due process hearing

- Data Collected:
  - Number of resolution sessions
  - Number of resolution sessions resolved through settlement agreements

- 3 Due Process Requests submitted (all withdrawn/dismissed)
  - o 2 resolution sessions were held and resolved

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INDICATOR 16: MEDIATIONS

Compliance Indicator

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INDICATOR 16: MEDIATIONS

- Measures the percent of mediations held that resulted in mediation agreements.
- Districts or parents may request a mediation session to resolve a disagreement
- Data Collected:
  - Number of Mediations requested
  - Number of mediations related to state complaint
  - Number of mediations related to due process
- States are not required to establish baseline or targets if the number of resolution/mediation sessions is less than 10.
- 3 Requests submitted and held
  - o 1 was related to due process complaint
  - o 2 not related to due process complaints

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INDICATOR 16: MEDIATIONS IMPROVEMENT ACTIVITIES

Improvement Activities 15 & 16:

- Continue training parents and districts
- Update Parent Rights Handbook as needed
- Update brochures and TA documents
- Focus training more on dispute prevention and resolution strategies for districts

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RESOURCES

- DOE Special Programs SPP-APR website
  - https://doe.sd.gov/sped/SPP.aspx
  - Reports
  - TA Guides
  - Collection Calendar
  - Indicator webinars
  - Sped Contact Card for each indicator
- **Coming Soon** – Presentation on the requirements and process used for setting new targets for the FFY2020-25 SPP package

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